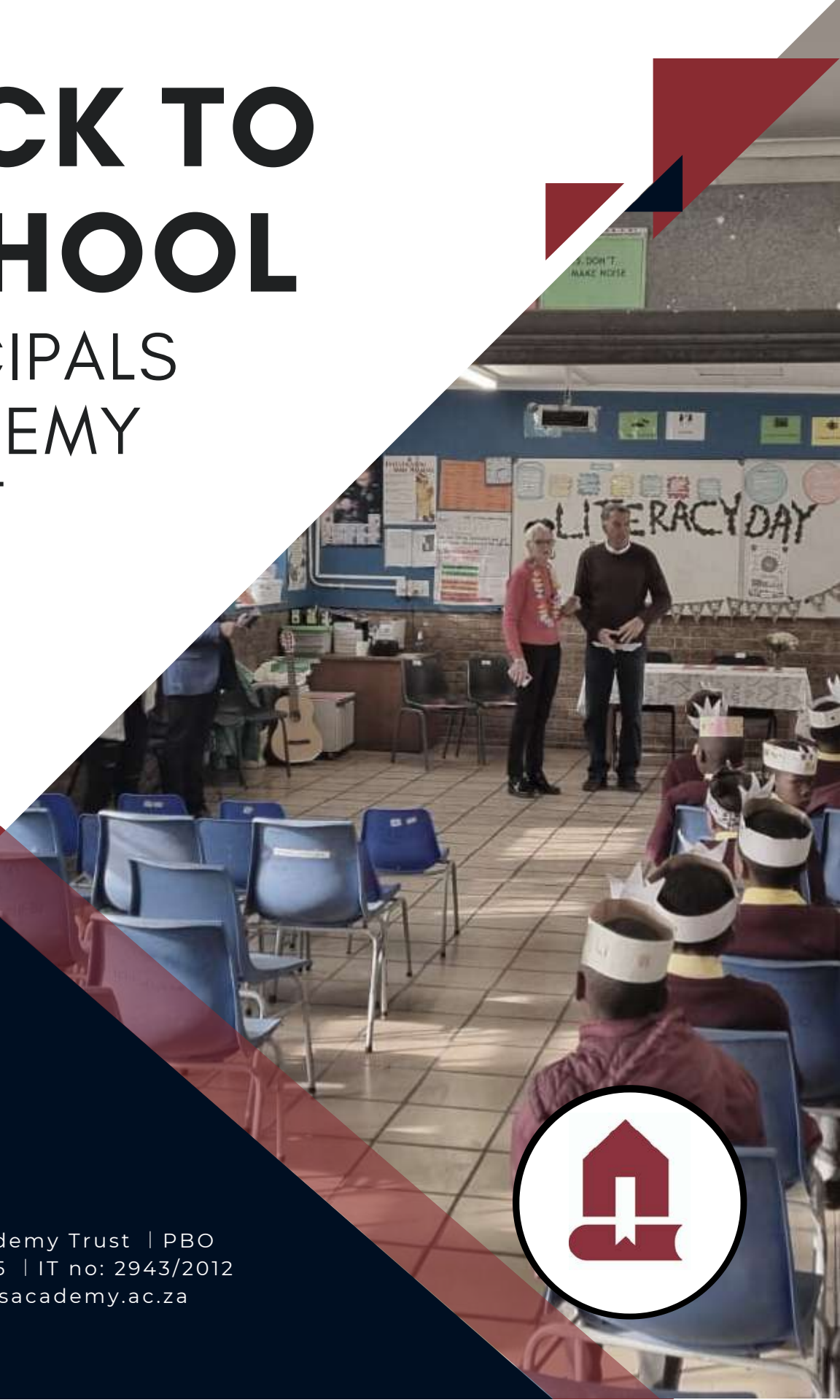


BACK TO SCHOOL

PRINCIPALS
ACADEMY
TRUST



Principals Academy Trust | PBO
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REFLECTION

From June 2021 to the third quarter of this year, the period this report covers, the world has once again shifted. For the first time in months since the COVID-19 pandemic emerged, and the education chaos that ensued, many learners and teachers had the opportunity to return to school full-time in January 2022. The unique way that school communities had to adapt their behaviours, practices, and attitudes to the “new normal” was overwhelming to many.

The PAT team showed tremendous initiative and creativity to keep supporting school leadership throughout this time – before and after learners could go back to school. Principals were supported via online coaching sessions and short courses when on-campus meetings were impossible, and teachers were equipped by receiving access to and being trained to use the numerous online resources created by the Teacher Support Programme (TSP) team members. Coaches instilled hope and provided emotional support, with Paul Cassar and Jenny van Velden continuing with their regular letters that motivated principals, teachers, and their teams to “vasbyt”.

As more research emerges about the influence of the pandemic on South Africa’s already fragile education systems, it is becoming clear that efficient intervention on many levels is required (see page 5). As an organisation we believe that we should be cautious to not merely adapt to any “new normal”, but carefully examine the new realities to not only help schools survive but fully recover. We see a future where schools once again welcome teachers and learners into environments where sustainable and effective education is supported and everyone is equipped for the many opportunities that can and will arise in the future.

Rick Haw – Trustee and Founder

IN THIS REPORT

Reflection	p.2
A structured approach	p. 3
PAT by numbers	p. 4
The impact of lost time	p. 5
A learning organisation	p. 6
Meet the team	p. 7
Partnerships and collaborations	p. 9
GSB Graduation	p. 11
TSP Resources	p. 12
PAT in pictures	p.13

A STRUCTURED APPROACH

The growth of the number of schools and coaches over the last few years led to a re-think in the administration of the Principals Academy Trust (PAT). Having been involved with PAT for several years, I was asked to step into the role of CEO with the responsibility of looking after the day-to-day running of the Principals Academy Trust's affairs. Bruce Probyn, previous Head Coach, had fulfilled this role since PAT's inception in 2012, but has now, as one of the Founding Trustees, opted to concentrate his efforts on building relations with donors and sponsors, as well as with the University of Cape Town's Graduate School of Business (UCT GSB) and the Western Cape Education Department (WCED).

An Executive Committee, meeting quarterly, has been formed whose role is to keep a high-level overview of PAT's activities including, inter alia, our Strategic Master Plan which has evolving one-, three-, and five-year goals; and our monitoring, evaluation, accountability, and learning (MEAL) indices and rubrics.

The Operations Committee meets monthly and deals with financial issues; sponsor relationships and rubric improvements. The weekly coaches' meeting allows the opportunity to discuss school matters and issues raised by principals collectively. Every second week the Teacher Support Programme (TSP) team meets to discuss matters arising in their coaching of primary school Foundation and Intermediate Phase teachers.

At the beginning of 2022, Memoranda of Understanding (MOUs) were drawn up for everyone involved in coaching – both for principal coaching and Teacher Support Programme (TSP) support. In addition, MOUs were drawn up for all Principals and Phase Heads benefitting from the services of the Principals Academy Trust. All sessions of Coaches and the TSP team members are recorded on MEAL sheets with the topics/themes discussed. A system of rubrics is used which easily shows the improvements in schools and can also give meaningful feedback to the schools themselves. We believe this will increase our impact over time even more.

Keith Richardson – Chief Executive Officer and Coach

I am not a teacher, but an
awakener.

Robert Frost

PAT BY NUMBERS

63 191

NUMBER OF
LEARNERS IN
SCHOOLS
ACTIVELY SERVED
BY PAT COACHES
AND TSP IN
2021/2022

11 931

NUMBER OF TIME
BOOKLETS
DISTRIBUTED TO
PAT GR R AND GR 1
TO DATE

1 539

NUMBER OF
COACHING
SESSIONS FROM
PREVIOUS
REPORT TO
PRESENT

793

HOURS THAT THE
TSP VIDEOS
WERE
WATCHED SINCE
BEING LOADED ON
YOUTUBE
CHANNELS

279

NUMBER OF
PRINCIPALS WHO
HAVE BEEN
COACHED BY PAT
SINCE
INCEPTION

186

NUMBER OF
PRINCIPALS WHO
ENROLLED FOR
THE UCT GSB
PROGRAMME
SINCE 2013

105

NUMBER OF
ACTIVE TEACHERS
ON THE TSP
GOOGLE
CLASSROOM

83

NUMBER OF
PRINCIPALS
ACTIVELY
COACHED BY PAT
END 2021

I cannot teach anybody anything. I can only make them think.

Socrates

THE IMPACT OF LOST TIME

Despite the excitement of being able to get back to school, it remains important for critical stock-taking to understand the impact of lost time in classrooms. The implications of the pandemic must be well understood, not only to address the immediate effects visible in schools today but also to develop future-oriented strategies.

Here are some of the devastating realities revealed by research since the start of the pandemic:

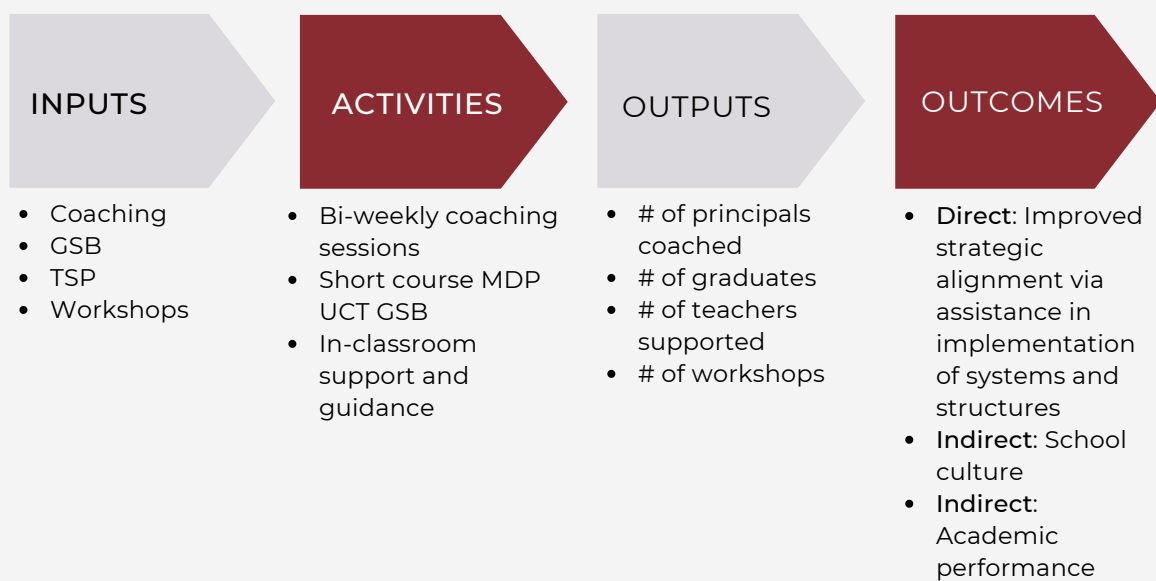
- An average of **155** school days were lost by at least 17 million learners in schools in South Africa between 2020 and 2021. Rotational attendance, sporadic school closures, and rotational rosters have resulted in school children being **75-100% of a year** behind where they should be.
- **400 000 to 500 000** South African learners **dropped out** of school in the 16 months from the beginning of 2020 to the middle of 2021. This was more likely in rural and informal urban areas.
- Only **11.7%** of schools in South Africa offered remote learning options.
- **Two-thirds of learners** from poorer schools had almost **no communication** with their teachers during school closures.
- According to research, the impact on children of being out of school is more than academic. Other losses include **mental distress**, exposure to violence and abuse in households affected by COVID-19 restrictions, and reduced development of social skills.
- Studies on Systemic Testing in 2021 in public schools in the Western Cape showed that **learning losses in Mathematics were equivalent to one year**, compared to a learner in the same grade in 2019.
- **Grade 3 learners are experiencing their first “normal” school year ever.** This is especially worrisome since many Foundation Phase learners are taught in their mother tongue and will transition to English medium teaching in Grade 4.
- PAT coaches anecdotally relayed that principals and staff in schools reported **high levels of learner absenteeism** and learner disciplinary and behavioural problems after learners returned to school full-time in 2022.
- The TSP team members **noticed significant levels of anxiety in the teachers** they supported as well as resistance to going back to “normal” in terms of social distancing in schools, full classes, adapted teaching strategies and curriculum, as well as bigger group activities and indoor events.
- To mediate the impact of the pandemic on teaching and learning and support teachers in managing instruction within the reduced time, the DBE made several curriculum policy changes in 2020 and 2021.

PAT remains passionate about addressing these challenges head-on.

A LEARNING ORGANISATION

Since 2020 the Principals Academy Trust has reinvigorated our focus on monitoring, evaluation, accountability, and learning (MEAL). PAT believes MEAL should be part of everyday programme management and is critical to the success of our programmes, especially as our work is done in marginal societies. Without an effective MEAL system, we would be unable to track progress, measure impact, and, most importantly, make adjustments to improve. The below outline shows our methodology.

SIMPLIFIED PAT THEORY OF CHANGE



According to PAT's Theory of Change, our inputs and activities should lead over time, to specific short-, medium- and long-term outcomes.

MEAL



The PAT-generated data will be analysed to evaluate if inputs and activities lead to the outputs and outcomes as per the Theory of Change.

INDICATORS



We are currently investigating how we can plot these two indicators to show the impact trend over time.

MEET THE TEAM (COACHES)

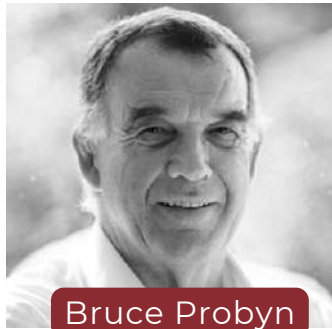
Our dedicated team fulfils our mandate of supporting school leadership teams to create a sustainable positive culture, every day. Here they are:



Alan Clarke



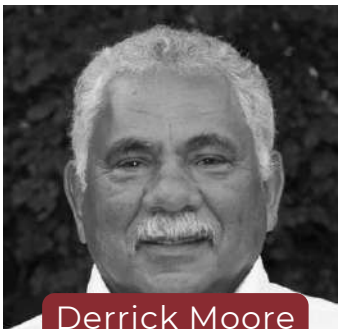
Anne van Zyl



Bruce Probyn



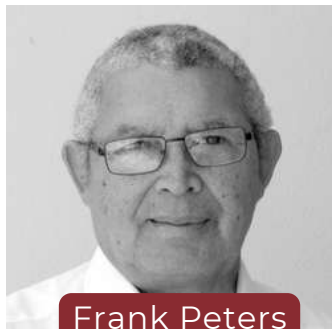
Clive Barham



Derrick Moore



Estienne Rheinicke



Frank Peters



Greg King



Keith Richardson



Midge Hilton-Green



Mike Russell



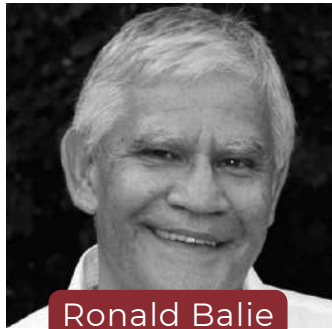
Monde Mbekwa



Nomsa Shosha



Paul Cassar



Ronald Balie



Sue Redelinghuys



Tessa Fairbairn

MEET THE TEAM (TSP)



Anita Bath



Bonita Engelbrecht



Catherine Meier



Dorothy Raine



Heather Bailey



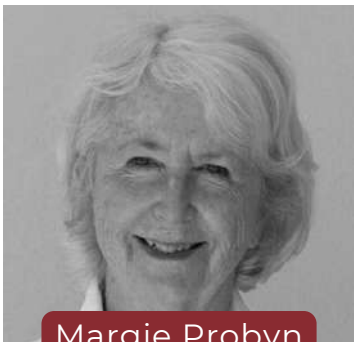
Jenny van Velden



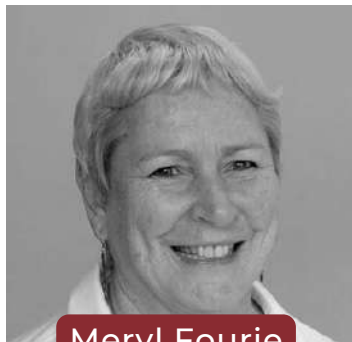
Julie Womack



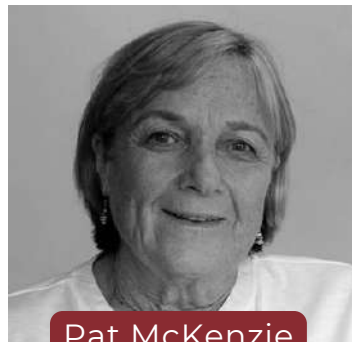
Kath Eve



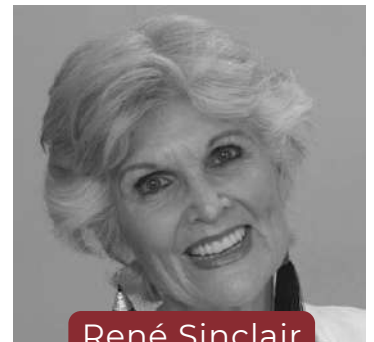
Margie Probyn



Meryl Fourie



Pat McKenzie



René Sinclair



Shona Breytenbach



Tracey
Micklethwaite

MEET THE TEAM (ADDITIONAL EXEC COM MEMBERS)



Chris Haw
Chair: Executive
Committee



Rick Haw
Founding Trustee

MEET THE TEAM (OFFICE STAFF)



Linda Roodman



Joanne Golding



Jeanette Clark



Hannalie van der Merwe

PARTNERSHIPS AND COLLABORATIONS

Reflective Learning

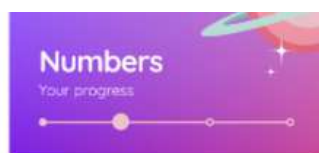
After piloting the Reflective Learning programme in Beacon Hill Secondary School in 2020, PAT, together with Robert Paddock (CEO, Valentre Institute) and the iBhodi Trust launched this online learning opportunity at 10 additional schools at Grade 8 level in 2021.

After critically evaluating the pilot programme, modifications were made that included **simplifying the language** used in the programme as well as **supporting schools in addressing the limited computer facilities** and time available in some schools. Learners who want to do Mathematics as a subject in Grade 10 should get preference as well as those that showed significant interest and potential in the programme.

Since Reflective Learning has the potential to be a significant game changer, an **English component** is also being developed and will be rolled out to schools in the near future.

PAT has various funders who are interested in including a Reflective Learning Programme attached to their funding. There are currently 11 PAT schools on Reflective learning, one of which is funded by a third party. Coaches receive **weekly reports on progress**.

Despite the challenges faced in the second pilot, where 10 schools were included, PAT remains convinced of the effectiveness of the programme to make a real difference in the mathematics backlog that we are experiencing in high schools.

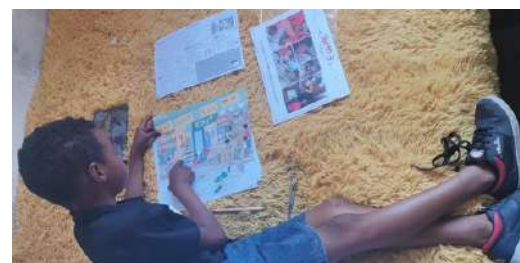


PARTNERSHIPS AND COLLABS (CONTINUED)

TIME Programme in Partnership with Wordworks

During COVID-19 PAT had the opportunity to partner with Wordworks, renowned for its programmes to facilitate a learning space for teachers and parents in which they share knowledge and ideas about children's language and early literacy. TIME (Together in my Education) Activity packs were developed in English, Afrikaans, and isiXhosa to enable parents to support their Grade R and 1 child. These were sent home termly with guided weekly activities for parents to do with their children at home. This continued with great success during 2022. Teachers have sent anecdotal evidence of how this program has helped not only the development of transdisciplinary skills in children but also improved the involvement of the parents in their children's education. However, the responsibility lies with the teacher to guide the parents with this programme to get positive outcomes. PAT has been involved with some parent training workshops as well.

PAT has been able to distribute 11 931 booklets for Grades R and 1 in 19 primary schools to date. PAT is grateful for this added support to enhance literacy, numeracy, and life skills.



Western Cape Education Council

PAT continues to have representation at the highest level on the provincial education minister's advisory council, the WCEC. With **two PAT coaches being part of this council**, PAT has influence in many policy matters and achieves closer access to district and senior management, as well as various role players in education as other members include senior officials of the Western Cape Education Department (WCED), deans of university education faculties, representatives of unions and governing body associations, and interest groups such as special schools, TVET colleges, organized business, and homeschooling. PAT's closeness to the coalface - principals' offices, staffrooms, and classrooms – is appreciated at this level.

Some of the most prevalent matters on the agenda currently are the looming teacher shortage, the challenge of the annual migration of learners to the province, the move of Early Childhood Development (ECD) from Department of Social Development (DSD) to the Department of Education in April 2022, blended and online learning concerning the UCT Online High School, WCED emerging policies, climate change, and homeschooling.

GSB GRADUATION

On 21 September 2022 PAT Coaches, funders, families, and departmental circuit managers gathered at UCT's Graduate School of Business to celebrate the graduation of the principals completing their short-course management development programme with the GSB. The journey to graduation was far from typical for this group of principals since they completed the whole course digitally due to COVID-19 restrictions and subsequently only had the opportunity to meet face-to-face at their graduation ceremony.

Thirteen principals graduated and received certificates. Ms. Catri Hamman, principal of Kalksteenfontein, was announced to be the top student in the class. (Read more about her story below). Leela Moodley, Head of CSI from CAPITEC Bank, was the guest speaker for the event.



Catri Hamman: Principal of Kalksteenfontein Primary (Top student at GSB/PAT Graduation)



Catri Hamman had seven years of teaching experience before she was appointed principal of Kalksteenfontein Primary. She is widely loved by teachers, parents, and learners and even earned the respect of gang leaders in the community. She is fearless in her hands-on approach to managing a school in a community with many socio-economic challenges and goes out of her way to protect and advance her staff and learners.

TSP AND RESOURCES

During the pandemic, the TSP team members put in tremendous effort to create online resources to support teachers in their role of educating amidst adverse circumstances that necessitated changes in traditional teaching methods. The resources were made available to teachers via various online platforms and the interest and positive feedback were astounding. Even after learners could return to class full-time in 2022, teachers are excited to use these resources in class and remark on how learners benefit from utilising them.

Teaching resources, including 162 videos that span readers, listening activities, and songs, have been developed that focus on the specific challenges that teachers and learners experienced due to limited contact time and the adjusted curriculum content and have introduced two literary characters named Pip and Pop (two penguins) that teachers are increasingly using in a multi-disciplinary fashion.

The PAT TSP team also developed a Google Classroom that is used by teachers they support, as well as teachers from non-PAT schools. These teachers are empowered and upskilled and have access to all the content created by PAT, including sound booklets (in Afrikaans klinkerboekies) and other resources. Currently, 105 individuals have signed up for the Classroom.

From IP analysis it seems as if the PAT videos are also widely watched by other users in South Africa (and other countries) and not just by the teachers supported by the TSP team.

Click on pictures to access link



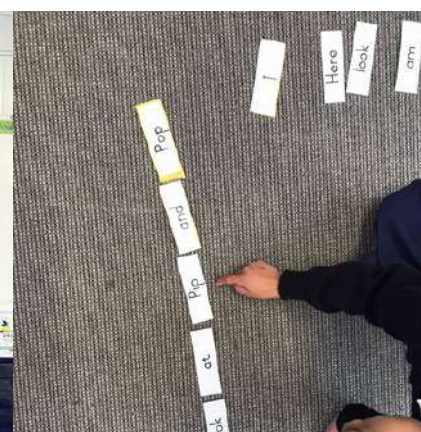
Children with PAT readers - Pip and Pop



Group work in Foundation Phase

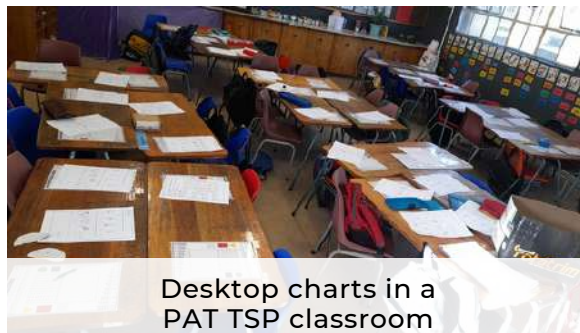


TSP team member presenting a workshops



Building words using Pip and Pop

PAT IN PICTURES



In order to support both the leadership teams and the teachers in the classrooms through our programmes, we rely solely on the support and generosity of our partners.
For this, we are incredibly thankful.
We strive to strengthen our network on an ongoing basis to ensure the long-term sustainability of our work.

Visit our website today to see how you can contribute or become part of our support network.

www.principalsacademy.ac.za



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